



**SPRINGFIELD PUBLIC SCHOOLS**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

Springfield Public Schools  
Springfield, New Jersey 07081

**21st Century Artist**  
Grade 8

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education*  
*Approved December 12, 2022*



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**Springfield Public Schools  
Springfield, New Jersey**

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Superintendent of Schools**

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# Springfield Public Schools

Search. Learn. Serve.

EXTRACT OF THE MINUTES OF A MEETING OF  
THE BOARD OF EDUCATION OF  
THE TOWNSHIP OF SPRINGFIELD  
COUNTY OF UNION, NEW JERSEY  
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: J20

Introduced By: Mrs. Murphy

Seconded By: Mr. Miller

Adopted: December 12, 2022

## **Curriculum Adoption**

To approve the following curriculum and courses for the 2022-2023 school year:

- a. **Elementary Level**
  - Art Kindergarten
  - Art Grade 1
  - Art Grade 2
- b. **Middle School Level**
  - 21st Century Musician Grade 8
  - Concert Band Grades 6-8
  - Choir Grades 6-8
  - String Ensemble Grades 6-8
  - Art Grade 6
  - 3D Art Grade 6
  - Art Grade 7 (Ceramics)
  - Art Grade 7 ArtLab MakerSpace
  - Art Grade 8
  - 21st Century Artist Grade 8
- c. **High School Level**
  - Chorale Grades 9-12
  - Concert Band Grades 9-12
  - String Ensemble Grades 10-12
  - Intro to Technical Theatre
  - Intro to Lighting & Sound
  - Intro to TV
  - AP Art and Design
  - Music & Modern History
  - Intro to Criminal Justice

Michelle Calas, School Business Administrator/Board Secretary

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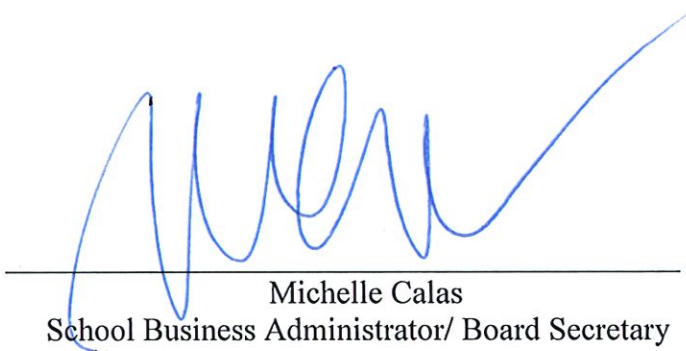
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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on December 12, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 13<sup>th</sup> day of December 2022.

SEAL



Michelle Calas  
School Business Administrator/ Board Secretary



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                            |                     |   |                    |                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---|--------------------|-------------------------------------------------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Visual and Performing Arts                                                                                                                                                                                                                                                 | <b>Grade Level:</b> | 8 | <b>Unit Title:</b> | Laying a Foundation for Mastery in Digital Art Making |
| <b>Unit Summary:</b> The most important foundation is the development of mastery in the complex program and tools of Photoshop. Concentration in this skill set will be the focus in the onset of the course. Once mastery is achieved the learner will become aware that these skills are applicable in digital mobile devices, such as iPads, smartphones, and creative apps and that these skills can be transferred to creative uses of scanners, copiers, cameras. |                                                                                                                                                                                                                                                                            |                     |   |                    |                                                       |
| <b>Primary Interdisciplinary Connections:</b> 21st Century Life and Careers<br><u>21<sup>st</sup> Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving □ ICT Literacy<br>✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy                                                                                                                                                           |                                                                                                                                                                                                                                                                            |                     |   |                    |                                                       |
| <b>Unit Rationale:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | This unit is designed to lay a foundation, give learners tools to illustrate ideas and visually formulate concepts. A foundation in a digital skill set will provide a pathway for creative thinking and help develop ways that concepts can be expressed in visual media. |                     |   |                    |                                                       |
| <b>Career Readiness (Standard 9):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | 9.2<br>9.4                                                                                                                                                                                                                                                                 |                     |   |                    |                                                       |

### Learning Targets

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | VA.6-8.1.5.8.Cr1<br>VA.6-8.1.5.8.Cr2<br>SEL.PK-12.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Content Statements:</b> | <b>VA.6-8.1.5.8.Cr1</b> - [Anchor Standard] - Generating and conceptualizing ideas.<br><b>VA.6-8.1.5.8.Cr2</b> - [Anchor Standard] - Organizing and developing ideas<br><b>SEL.PK-12.2</b> - [Competency] - Self-Management<br><b>Individuals should practice safe behaviors when using the Internet.</b><br><b>Core Idea:</b> Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.<br><b>Core Idea:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. |
| <b>CPI#:</b>               | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| VA.6-8.1.5.8.Cr1b          | Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| VA.6-8.1.5.8.Cr2b          | Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



|               |                                                                                                                                           |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| SEL.PK-12.2.2 | Recognize the skills needed to establish and achieve personal and educational goals                                                       |
| 9.4.8.CI.4    | Explore the role of creativity and innovation in career pathways and industries.                                                          |
| 9.2.8.CAP.16  | Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. |

**Unit Essential Questions:**

- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools and equipment?
- Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

**Unit Enduring Understandings:**

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

**Unit Learning Targets:**

- Students will be able to utilize Photoshop tools to create sophisticated artworks.
- Students will be able to develop an idea, concept in various art media.

**Evidence of Learning**

|                               |                                                                                   |
|-------------------------------|-----------------------------------------------------------------------------------|
| <b>Summative Assessment:</b>  | Performance Evaluation, studio projects, student/class critique                   |
| <b>Equipment Needed:</b>      | Dedicated classroom, art supplies, student laptops, projector, teacher laptop     |
| <b>Teacher Resources:</b>     | Teacher laptop, internet access, projector, art supplies, sound effects, speakers |
| <b>Formative Assessments:</b> |                                                                                   |



- Class performance, probing questioning, class critique, one on one formative assessment, demonstration

### Lesson Plans

| Lesson                                                               | Time Frame              |
|----------------------------------------------------------------------|-------------------------|
| Lesson 1 Understanding how Photoshop works – Learning the tool.      | <b>10 hours/10 days</b> |
| Lesson 2 Developing Mastery of the Medium - Photoshop                | <b>10 hours/10 days</b> |
| Lesson 3 Applying Photoshop skills, tools to create digital artworks | <b>10 hours/10 days</b> |

**Teacher Notes:** Timelines will be adjusted as needed

### Curriculum Development Resources/Technology Resources:

*Click the links below to access additional resources used to design this unit:*

[http://www.getty.edu/education/teachers/building\\_lessons/formal\\_analysis.html](http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html)



### Lesson Plan 1 Template

|               |                            |               |                                                        |             |                  |
|---------------|----------------------------|---------------|--------------------------------------------------------|-------------|------------------|
| Content Area: | Visual and Performing Arts | Lesson Title: | Understanding how Photoshop Works - Learning the Tool. | Time Frame: | 10 Hours/10 Days |
|---------------|----------------------------|---------------|--------------------------------------------------------|-------------|------------------|

### Lesson Components

**21<sup>st</sup> Century Themes** ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy  
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

### 21<sup>st</sup> Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy  
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

**Interdisciplinary Connections:** 21st Century Life and Careers

**Equipment Needed:** Laptop, transfer medium, projector, laser print outputs, paint, art materials.

| Goals/Objectives                                                                                                                                                                                                                                                                                | Learning Activities/ Instructional Strategies                                                                                                                                                                      | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• Show understanding of basic photoshop tools.</li> <li>• Use critical thinking skills to problem solve and find solutions to technological difficulties.</li> <li>• Demonstrate ability to create a piece of digital artwork.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Explain the lesson, show student examples.</li> <li>2. Demonstrate basic photoshop techniques.</li> <li>3. Create a digital piece of artwork.</li> </ol> | <ul style="list-style-type: none"> <li>• Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>• Conduct several class critiques at the end of each art experience.</li> <li>• Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> </ul> |
| <b>Differentiation:</b> Each student will be addressed on an individual level on his or her work, and progress.                                                                                                                                                                                 |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                              |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html">http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                        |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                              |



### Lesson Plan 2 Template

|               |                            |               |                                              |             |                  |
|---------------|----------------------------|---------------|----------------------------------------------|-------------|------------------|
| Content Area: | Visual and Performing Arts | Lesson Title: | Developing Mastery of the Medium - Photoshop | Time Frame: | 10 hours/10 days |
|---------------|----------------------------|---------------|----------------------------------------------|-------------|------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy   ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

☒ Creativity and Innovation      ☒ Critical Thinking and Problem Solving      ☐ Information Literacy  
☒ Life and Career Skills   ☒ Communication and Collaboration      ☒ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** 21st Century Life and Careers

**Integration of Technology:** Photoshop, iMovie

**Equipment Needed:** Laptop, student laptops, projector, speakers.

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                             | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                 | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• Demonstrate understanding of Photoshop that communicates confidence in its application.</li> <li>• Select the most efficient and appropriate Photoshop tool in the creation of digital artwork.</li> <li>• Move with a degree of understanding where the learner requires less guidance from the teacher.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Explain assignment on a level where learners can apply basic understanding.</li> <li>2. Move to identifying new tools and build upon prior acquired knowledge.</li> <li>3. Demonstrate use of tools on a level of creating artwork, rather than reinforcing basic skills.</li> <li>4. Communicate with learners on a level of common knowledge of Photoshop application.</li> </ol> | <ul style="list-style-type: none"> <li>• Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>• Conduct several class critiques at several stages of the art making experience.</li> <li>• Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>• Post final and preliminary works of art and hold summative class critique.</li> </ul> |
| <b>Differentiation:</b> Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• <a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



### Lesson Plan 3 Template

|               |                            |               |                                                     |             |                  |
|---------------|----------------------------|---------------|-----------------------------------------------------|-------------|------------------|
| Content Area: | Visual and Performing Arts | Lesson Title: | Applying Photoshop Tools to Create Digital Artworks | Time Frame: | 10 hours/10 days |
|---------------|----------------------------|---------------|-----------------------------------------------------|-------------|------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy    ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

☒ Creativity and Innovation      ☒ Critical Thinking and Problem Solving      ☐ Information Literacy  
☒ Life and Career Skills    ☒ Communication and Collaboration      ☒ Media Literacy    ☐ ICT Literacy

#### **Interdisciplinary Connections:** 21st Century Life and Careers

**Integration of Technology:** Learners will use cameras and/or scanners to copy their artworks and input them to their laptops. Learners will explore and utilize digital devices, which include but are not limited to: iPads, smartphones, digital cameras, scanners and copiers.

**Equipment Needed:** Photoshop, laptops, projector, speakers, creative apps, digital devices; which may include but are not limited to iPads, smartphones, digital cameras, and others as opportunities arise and applied to lessons as learning experience dictates.

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                             | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• Demonstrate that they are proficient at scanning artwork or using a camera to record artwork.</li> <li>• Demonstrate that they are proficient at editing pictures of artwork in digital photo editing software.</li> <li>• Demonstrate that they are proficient at assembling artwork and adding voice over and a soundtrack to create a multimedia poem.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Begin with probing questions asking how else could this sensory experience be further developed, explored?</li> <li>2. Ask, How could words, sound effects, visual sequencing, visual rhythms communicate the concept of this sensory experience?</li> <li>3. Demonstrate how photo editing software works, how to enhance artwork, how iMovie works.</li> <li>4. Inform learners to input their artwork and begin editing.</li> </ol> | <ul style="list-style-type: none"> <li>• Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>• Conduct several class critiques at several stages of the art making experience.</li> <li>• Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>• Post final and preliminary slide shows and hold summative class critique/presentation.</li> </ul> |



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**Differentiation:** Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.

**Resources Provided:**

- [http://getty.edu/education/teachers/building\\_lessons/formal\\_analysis.html](http://getty.edu/education/teachers/building_lessons/formal_analysis.html)



### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

| <b>Lesson Activities</b>                                                                                             | <b>Strongly</b> | <b>Moderately</b> | <b>Weakly</b> |
|----------------------------------------------------------------------------------------------------------------------|-----------------|-------------------|---------------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | <b>X</b>        |                   |               |
| Allow for student choice                                                                                             | <b>X</b>        |                   |               |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          |                 | <b>X</b>          |               |
| Integrate global perspectives                                                                                        | <b>X</b>        |                   |               |
| Integrate 21st century skills                                                                                        | <b>X</b>        |                   |               |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | <b>X</b>        |                   |               |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | <b>X</b>        |                   |               |
| Are varied to address different student learning styles and preferences                                              | <b>X</b>        |                   |               |
| Are differentiated based on student needs                                                                            | <b>X</b>        |                   |               |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | <b>X</b>        |                   |               |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives | <b>X</b>        |                   |               |
| Provide opportunities for student reflection and self- assessment                                                    | <b>X</b>        |                   |               |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           | <b>X</b>        |                   |               |

### Curriculum Design Template

|                      |                            |                           |   |                    |                                                      |
|----------------------|----------------------------|---------------------------|---|--------------------|------------------------------------------------------|
| <b>Content Area:</b> | Visual and Performing Arts | <b>Grade Level:</b>       | 8 | <b>Unit Title:</b> | Laying a Foundation for Mastery in Digital Artmaking |
| <b>Created:</b>      | Chelsea Krinner            |                           |   |                    |                                                      |
|                      |                            | <b>Board Approved on:</b> |   |                    |                                                      |



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                     |   |                    |                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---|--------------------|--------------------------------------------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Visual and Performing Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Grade Level:</b> | 8 | <b>Unit Title:</b> | Visual Culture in Line, Color, Shape and Texture |
| <p><b>Unit Summary:</b> In this art making experience learners will work collaboratively, in teams to construct large pieces of art by assembling different color chips. Learners will collaboratively select a subject, scale and grid the subject to transfer from a small size to a larger size. They will select a color background based on a color theme and create a palette of color for their subject. Learners will explore the dimensional quality of the material, learning to work with the material, let the material dictate how to work with it, not to impose their will on the material. They will work through several stages till they reach completion.</p> <p><b>Primary Interdisciplinary Connections:</b> 21st Century Life and Careers</p> <p><u><b>21<sup>st</sup> Century Themes</b></u> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy</p> <p><input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Media Literacy</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                     |   |                    |                                                  |
| <b>Unit Rationale:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>This lesson combines, &amp; answers several 21st Century Themes while directly satisfying Art Standards. This lesson challenges learners on several levels; it addresses working collaboratively, by dividing learners into teams and requiring the teams to collaboratively make decisions at all stages of the experience. These teams have to come to an agreement at several stages; selection of subject, color theme, design of artwork, craftsmanship, and perseverance to finish at a level of craftsmanship attained by former learners in 8<sup>th</sup> grade. This art making experience challenges learners on several technical art skills; drawing, color theory, proportion, and composition. This art making experience challenges learners at the highest level and brings their total commitment to sustain effort through finish.</p> |                     |   |                    |                                                  |
| <b>Career Readiness (Standard 9):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>9.2</p> <p>9.4</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |   |                    |                                                  |

### Learning Targets

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | VA.6-8.1.5.8.Pr4<br>VA.6-8.1.5.8.Cn10<br>SEL.PK-12.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Content Statements:</b> | <p><b>VA.6-8.1.5.8.Pr4</b> - [Anchor Standard] - Selecting, analyzing and interpreting work.</p> <p><b>VA.6-8.1.5.8.Cn10</b> - [Anchor Standard] - Synthesizing and relating knowledge and personal experiences to create products.</p> <p><b>SEL.PK-12.4</b> - [Competency] - Responsible Decision-Making</p> <p><b>Core Idea:</b> Employee benefits can influence your employment choices.</p> <p><b>Core Idea:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p> |



| <b>CPI#:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VA.6-8.1.5.8.Pr4a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion |
| VA.6-8.1.5.8.Cn10a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Generate ideas to make art individually or collaboratively to positively reflect a group's identity.                                                                              |
| SEL.PK-12.4.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Develop, implement and model effective problem solving and critical thinking skills                                                                                               |
| 9.2.8.CAP.14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evaluate sources of income and alternative resources to accurately compare employment options.                                                                                    |
| 9.4.8.CI.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Repurpose an existing resource in an innovative way                                                                                                                               |
| <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How are artworks cared for and by whom?</li> <li>• What criteria, methods and processes are used to select work for preservation or presentation?</li> <li>• Why do people value objects, artifacts and artworks, and select them for presentation?</li> <li>• How does engaging in creating art enrich people's lives?</li> <li>• How does making art attune people to their surroundings?</li> <li>• How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> </ul> |                                                                                                                                                                                   |
| <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</li> <li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> </ul>                                                                                                                                                                                       |                                                                                                                                                                                   |
| <b>Unit Learning Targets:</b> <ul style="list-style-type: none"> <li>• Students will be able to rely on grid patterns to accurately transfer images.</li> <li>• Students will be able to develop an idea and concept in various art media.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |



### Evidence of Learning

**Summative Assessment:** Performance evaluation, studio projects, student/class critique.

**Equipment Needed:** Dedicated classroom, art supplies, student laptops, projector

**Teacher Resources:** Teacher laptop, projector, art supplies

**Formative Assessments:**

- Class performance, probing questioning, class critique, and one on one formative assessment, demonstration.

### Lesson Plans

| Lesson                                                                                                                                                                                                                                           | Time Frame              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Lesson 1: <b>Grid and Drawing</b>                                                                                                                                                                                                                | <b>5 hours/5 days</b>   |
| Lesson 2: <b>Color Palette</b>                                                                                                                                                                                                                   | <b>7 hours/7 days</b>   |
| Lesson 3: <b>Construction</b>                                                                                                                                                                                                                    | <b>20 hours/20 days</b> |
| <b>Teacher Notes:</b> Timelines will be adjusted as needed.                                                                                                                                                                                      |                         |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• <a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul> |                         |



### Lesson Plan 1 Template

Content Area: Visual and Performing Arts      Lesson Title: Grid and Drawing      Time Frame: 5 hours/5 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy      ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

☒ Creativity and Innovation      ☒ Critical Thinking and Problem Solving      ☐ Information Literacy  
☒ Life and Career Skills      ☒ Communication and Collaboration      ☐ Media Literacy      ☐ ICT Literacy

**Interdisciplinary Connections:** 21st Century Life and Careers

**Integration of Technology:** Internet research, website research, student laptops, printers

**Equipment Needed:** Laptops, website research, pencils, color printer, art materials, dedicated classroom

| Goals/Objectives                                                                                                                                                                                                                                                                               | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                        | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Collaboratively select an image of Pop Icon or cartoon character.</li> <li>Grid subject in proportion to larger sheet.</li> <li>Demonstrate ability to transfer imagery and correctly transfer image to larger sheet of board</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Explain the lesson, show student examples.</li> <li>Demonstrate grid application to 8 ½ x 11.</li> <li>Demonstrate ability to correct transfer image to larger sheet.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at the end of each art experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary sketches and hold summative class critique.</li> </ul> |
| <b>Differentiation:</b> Each student will be addressed on an individual level on his or her work, and progress. Students will work in teams of two or three students.                                                                                                                          |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html">http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                         |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                        |



### Lesson Plan 2 Template

|               |                            |               |               |             |                |
|---------------|----------------------------|---------------|---------------|-------------|----------------|
| Content Area: | Visual and Performing Arts | Lesson Title: | Color Palette | Time Frame: | 7 hours/7 days |
|---------------|----------------------------|---------------|---------------|-------------|----------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy   ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

☒ Creativity and Innovation      ☒ Critical Thinking and Problem Solving      ☐ Information Literacy  
☒ Life and Career Skills   ☒ Communication and Collaboration      ☒ Media Literacy   ☐ ICT Literacy

#### **Interdisciplinary Connections: 21st Century Life and Careers**

**Integration of Technology:** Website research, Internet research, laptops, printers, dedicated classroom.

**Equipment Needed:** Student laptops, printer, scanner, art materials, pencils, brushes.

| Goals/Objectives                                                                                                                                                                                                                                                 | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                         | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• Demonstrate that they are proficient in selecting color.</li> <li>• Identify the type and colors in the color theme.</li> <li>• Proficient in applying color and form to create a bas-relief.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Begin with probing questions asking how movement would be expressed in three dimensions?</li> <li>2. Begin dialogue, exchanging ideas, expanding and following through with ideas to a conceptual sketch stage.</li> <li>3. Demonstrate how materials work to express dimension.</li> </ol> | <ul style="list-style-type: none"> <li>• Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>• Conduct several class critiques at several stages of the art making experience.</li> <li>• Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>• Post final and preliminary works of art and hold summative class critique.</li> </ul> |
| <b>Differentiation:</b> Each student will address all lessons from an individual perspective. Students will work in teams of two or three students.                                                                                                              |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• <a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                 |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



### Lesson Plan 3 Template

|               |                            |               |              |             |                      |
|---------------|----------------------------|---------------|--------------|-------------|----------------------|
| Content Area: | Visual and Performing Arts | Lesson Title: | Construction | Time Frame: | 20 hours/<br>20 days |
|---------------|----------------------------|---------------|--------------|-------------|----------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy   ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

☒ Creativity and Innovation      ☒ Critical Thinking and Problem Solving      ☐ Information Literacy  
☒ Life and Career Skills   ☐ Communication and Collaboration      ☐ Media Literacy      ☐ ICT Literacy

#### **Interdisciplinary Connections:** 21st Century Life and Careers

**Integration of Technology:** Learners will use laptops to research low relief or bas-relief artwork and apply these techniques.

**Equipment Needed:** Laptops, websites, glue sticks, illustration board 30x40 and illustration board two ply thick.

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                           | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                 | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• Demonstrate that they are proficient at scanning artwork or using a camera to record artwork.</li> <li>• Demonstrate that they are proficient at editing pictures of artwork in digital photo editing software.</li> <li>• Demonstrate that they are proficient at assembling artwork and constructing a large two dimensional artwork.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Explain the lesson experience.</li> <li>2. Take learners out in the hallway to form student work.</li> <li>3. Demonstrate assembling color swatches/tiles.</li> <li>4. Have learners create a color palette.</li> <li>5. Hand out materials to learners.</li> </ol> | <ul style="list-style-type: none"> <li>• Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>• Conduct several class critiques at several stages of the art making experience.</li> <li>• Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>• Post final and preliminary slide shows and hold summative class critique/presentation.</li> </ul> |
| <b>Differentiation:</b> Each student will address all lessons from an individual perspective. Students will work in teams of two or three students.                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• <a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

| <b>Lesson Activities</b>                                                                                             | <b>Strongly</b> | <b>Moderately</b> | <b>Weakly</b> |
|----------------------------------------------------------------------------------------------------------------------|-----------------|-------------------|---------------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | <b>X</b>        |                   |               |
| Allow for student choice                                                                                             | <b>X</b>        |                   |               |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          |                 | <b>X</b>          |               |
| Integrate global perspectives                                                                                        |                 | <b>X</b>          |               |
| Integrate 21st century skills                                                                                        | <b>X</b>        |                   |               |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | <b>X</b>        |                   |               |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | <b>X</b>        |                   |               |
| Are varied to address different student learning styles and preferences                                              | <b>X</b>        |                   |               |
| Are differentiated based on student needs                                                                            | <b>X</b>        |                   |               |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | <b>X</b>        |                   |               |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives |                 | <b>X</b>          |               |
| Provide opportunities for student reflection and self- assessment                                                    |                 | <b>X</b>          |               |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           |                 | <b>X</b>          |               |

### Curriculum Design Template

|                      |                            |                           |           |                    |                                                        |
|----------------------|----------------------------|---------------------------|-----------|--------------------|--------------------------------------------------------|
| <b>Content Area:</b> | Visual and Performing Arts | <b>Grade Level:</b>       | 8         | <b>Unit Title:</b> | Visual Culture in Line, Color, Shape, Form and Texture |
| <b>Created:</b>      | Chelsea Krinner            | <b>Board Approved on:</b> | Type Here |                    |                                                        |



### Unit Overview Template

|                      |                            |                     |   |                    |                                                   |
|----------------------|----------------------------|---------------------|---|--------------------|---------------------------------------------------|
| <b>Content Area:</b> | Visual and Performing Arts | <b>Grade Level:</b> | 8 | <b>Unit Title:</b> | Symbolism with Contemporary Materials and Methods |
|----------------------|----------------------------|---------------------|---|--------------------|---------------------------------------------------|

**Unit Summary:** In this art making experience the learner utilizes technology and combines it with traditional methods to create artwork that transcends conventional work in a way that is both contemporary and timely. In the creative process the learner will apply acquired knowledge and source art making experiences from the previous units to create artworks that combine digital and traditional art methods, techniques, and materials. Learners will draw upon the art making process; to explore, experiment, and create art works. The learner may draw upon software skills, use technology tools such, as Makey Makey, to create artworks. The art assignments will be open-ended questions, leading learners to create art “answers” that maybe; auditory, visual, interactive, sculptural, conceptual or combinations of these possibilities. Learners will present their artwork during a class critique and will engage with other learners during a peer review, class critique.

**Primary Interdisciplinary Connections:** 21st Century Life and Careers

[21<sup>st</sup> Century Themes](#) ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy

✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

**Unit Rationale:** 21st Century Artist art making experiences provide an opportunity for the learner to explore, experiment, and play with a purpose, allowing art making to become a process of discovery, combining digital and traditional methods at a time when using one seems to imply exclusion of the other. The 21st Century Artist moves seamlessly between digital to traditional art media in the process of creating. My goal is for learners to realize they can create artwork that surpasses artwork utilizing traditional methods and materials in a way that frees the learner to create with whatever is at hand.

**Career** 9.2

**Readiness** 9.4

**(Standard**

**9):**

### Learning Targets

**Standards:** VA.6-8.1.5.8.Re9  
 VA.6-8.1.5.8.Pr4  
 SEL.PK-12.4

**Content Statements:** **VA.6-8.1.5.8.Re9** - [Anchor Standard] - Applying criteria to evaluate products.  
**VA.6-8.1.5.8.Pr4** - [Anchor Standard] - Selecting, analyzing and interpreting work  
**SEL.PK-12.4** - [Competency] - Responsible Decision-Making



Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

**Core Idea:** Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

**Core Idea:** Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

| <b>CPI#:</b>      | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                        |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VA.6-8.1.5.8.Re9a | Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.                 |
| VA.6-8.1.5.8.Pr4a | Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. |
| SEL.PK-12.4.2     | Identify the consequences associated with one's actions in order to make constructive choices                                                                                      |
| 9.2.8.CAP.19      | Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level                            |
| 9.4.8.CI.3        | Examine challenges that may exist in the adoption of new ideas                                                                                                                     |

**Unit Essential Questions:**

- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?
- How are artworks cared for and by whom?
- What criteria, methods and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts and artworks, and select them for presentation?

**Unit Enduring Understandings:**

- People evaluate art based on various criteria.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

**Unit Learning Targets:** Students will be able to combine and move from digital media to traditional art media and back again in creating a work of art. Students will be able to combine mundane materials to create an artwork that expresses Youth and Pop Culture. Students will create artworks in 2D and in 3D/sculpture.



### Evidence of Learning

|                               |                                                                                                                                                                                                                          |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summative Assessment:</b>  | Performance Evaluation, studio projects, student/class critique                                                                                                                                                          |
| <b>Equipment Needed:</b>      | Dedicated Classroom, Art Supplies, Student Laptops, Projector, Collage material, found objects, paper mache, cardboard, foam core, paint, mechanical devices and any objects deemed appropriate at the time of creation. |
| <b>Teacher Resources:</b>     | Teacher Laptop, Projector, Art Supplies, Videos of Artists at work.                                                                                                                                                      |
| <b>Formative Assessments:</b> | <ul style="list-style-type: none"> <li>Class performance, probing questioning, class critique, one on one formative assessment, demonstration.</li> </ul>                                                                |

### Lesson Plans

| Lesson                                                                                                                                                                                                                                                                            | Time Frame            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Lesson 1 <b>Concept Design</b>                                                                                                                                                                                                                                                    | <b>3 hours/3 days</b> |
| Lesson 2 <b>Collage/Evaluating, Selecting Materials</b>                                                                                                                                                                                                                           | <b>9 hours/9 days</b> |
| Lesson 3 <b>Sculpture/Construction</b>                                                                                                                                                                                                                                            | <b>9 hours/9 days</b> |
| <b>Teacher Notes:</b> Timelines will be adjusted as needed.                                                                                                                                                                                                                       |                       |
| <b>Curriculum Development Resources/Technology Resources:</b> <ul style="list-style-type: none"> <li><a href="http://getty.edu/education/teachers/building_lessons/formal_analysis.html">http://getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul> |                       |



### Lesson Plan 1 Template

|               |                            |               |                |             |                |
|---------------|----------------------------|---------------|----------------|-------------|----------------|
| Content Area: | Visual and Performing Arts | Lesson Title: | Concept Design | Time Frame: | 3 hours/3 days |
|---------------|----------------------------|---------------|----------------|-------------|----------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy   ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

☒ Creativity and Innovation      ☒ Critical Thinking and Problem Solving      ☐ Information Literacy  
☒ Life and Career Skills   ☒ Communication and Collaboration      ☒ Media Literacy   ☐ ICT Literacy

#### **Interdisciplinary Connections: 21st Century Life and Careers**

**Integration of Technology:** Learners will use laptops to research low relief or bas-relief artwork and apply these techniques. Learners will use laptops to research working artists techniques and determine if they can be applied to current projects.

**Equipment Needed:** Laptops, website research, dedicated classroom

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                     | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                   | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>• Demonstrate understanding of software through controlled manipulation of imagery</li> <li>• Develop several concept sketches in Photoshop of their idea for the lesson.</li> <li>• Use Photoshop as a concept development tool.</li> <li>• Output a final digital artwork for use in their final collage artwork.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>1. Introduce specific Photoshop tools.</li> <li>2. Set parameters for the lesson.</li> <li>3. Start learner in art activity</li> <li>4. Walk among learners, answer questions, aide learners</li> <li>5. Review tools and methods at the end of introduction.</li> </ol> | <ul style="list-style-type: none"> <li>• Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>• Conduct several class critiques at the end of each art experience.</li> <li>• Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>• Post final and preliminary artwork and hold summative class critique.</li> </ul> |
| <b>Differentiation:</b> Each student will be addressed on an individual level on his or her work, and progress. Students may seek assistance from other students.                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html">http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> </ul>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |



### Lesson Plan 2 Template

|               |                            |               |                                           |             |                |
|---------------|----------------------------|---------------|-------------------------------------------|-------------|----------------|
| Content Area: | Visual and Performing Arts | Lesson Title: | Collage - Evaluating, Selecting Materials | Time Frame: | 9 hours/9 days |
|---------------|----------------------------|---------------|-------------------------------------------|-------------|----------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy   ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

☒ Creativity and Innovation      ☒ Critical Thinking and Problem Solving      ☐ Information Literacy  
☒ Life and Career Skills   ☒ Communication and Collaboration      ☒ Media Literacy   ☐ ICT Literacy

#### **Interdisciplinary Connections:** 21st Century Life and Careers

**Integration of Technology:** Learners will use laptops to research contemporary art and artists. Learners will use laptops to work in Photoshop and create, design imagery.

**Equipment Needed:** Laptops, Photoshop, website research, pencils, color printer, art materials, dedicated classroom.

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                 | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Appropriately utilize imagery that expresses Youth Culture, personal identity.</li> <li>Combine technology with conventional works in a way that is contemporary and timely.</li> <li>Create a work of art that reaches beyond work that relies on traditional methods and materials in a way that frees the learner/artist to create with whatever is at hand.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Show YouTube videos of Shepard Fairey's work and discuss the artist process.</li> <li>Hand out cameras, allow learners to take pictures.</li> <li>Demonstrate collage process and application of materials and gel medium</li> <li>Hand out materials, begin art making experience.</li> <li>Aide, interact with learners during the art making process.</li> <li>Hold class critiques.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at several stages of the art making experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary works of art and hold summative class critique</li> </ul> |
| <b>Differentiation:</b> Each student will address all lessons from an individual perspective. Students may seek assistance from other students.                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Resources Provided:</b> <ul style="list-style-type: none"> <li><a href="http://vimeo.com/5148749#at=0">http://vimeo.com/5148749#at=0</a> Shepard Fairey creating art on Vimeo</li> <li><a href="http://vimeo.com/16730915">http://vimeo.com/16730915</a> Jose Parla creating art on Vimeo</li> <li><a href="http://vimeo.com/24222872">http://vimeo.com/24222872</a> Rostarr creating art on Vimeo</li> </ul>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |



### Lesson Plan 3 Template

|               |                            |               |                         |             |                |
|---------------|----------------------------|---------------|-------------------------|-------------|----------------|
| Content Area: | Visual and Performing Arts | Lesson Title: | Sculpture/ Construction | Time Frame: | 9 hours/9 days |
|---------------|----------------------------|---------------|-------------------------|-------------|----------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

☒ Global Awareness      ☐ Financial, Economic, Business and Entrepreneurial Literacy  
☐ Civic Literacy   ☐ Health Literacy

#### 21<sup>st</sup> Century Skills

☒ Creativity and Innovation      ☒ Critical Thinking and Problem Solving      ☐ Information Literacy  
☒ Life and Career Skills   ☒ Communication and Collaboration      ☒ Media Literacy   ☐ ICT Literacy

#### **Interdisciplinary Connections: 21st Century Life and Careers**

**Integration of Technology:** Learners will use laptops to research, view street artists and their work.

**Equipment Needed:** Laptops, digital cameras, websites, art materials, color printer, output prints, collage material.

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                       | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: <ul style="list-style-type: none"> <li>Collaboratively Design, Create, Construct, Assemble a moveable sculpture.</li> <li>Create a moveable sculpture in the form of a vehicle.</li> <li>Express, through sculpture; interests, define personal identity, reflection of experiences, memory or a metaphor.</li> <li>Use art and non-art materials i.e.; found objects, cardboard, foam core, paper mache, paint, glue, etc.</li> <li>Apply all acquired knowledge from previous lessons to construct, create sculpture.</li> </ul> | Lesson Sequence <ol style="list-style-type: none"> <li>Show award winning movie, <i>Automorphosis</i> by Harrod Blank</li> <li>Set parameters for lesson experiences.</li> <li>Demonstrate sculpture construction techniques and review safety techniques. Use of gel medium, hot glue gun, paper mache.</li> <li>Hand out materials, begin art-making experience.</li> <li>Assist; interact with learners during the art-making process.</li> <li>Hold class critiques.</li> </ol> | <ul style="list-style-type: none"> <li>Walk among learners, encourage, evaluate, and apply individual formative assessment.</li> <li>Conduct several class critiques at several stages of the art making experience.</li> <li>Probe for understanding during critiques. Challenge learners to defend, explain their critique statements.</li> <li>Post final and preliminary slide shows and hold summative class critique/presentation.</li> </ul> |
| <b>Differentiation:</b> Each student will address all lessons from an individual perspective. Students will work in teams of two or three students.                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



### Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

| Lesson Activities                                                                                                    | Strongly | Moderately | Weakly |
|----------------------------------------------------------------------------------------------------------------------|----------|------------|--------|
| Are challenging <b>Strongly</b> and require higher order thinking and problem solving skills                         | <b>X</b> |            |        |
| Allow for student choice                                                                                             | <b>X</b> |            |        |
| Provide scaffolding for acquiring targeted knowledge/skills                                                          |          | <b>X</b>   |        |
| Integrate global perspectives                                                                                        |          | <b>X</b>   |        |
| Integrate 21st century skills                                                                                        | <b>X</b> |            |        |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills                          | <b>X</b> |            |        |
| Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills            | <b>X</b> |            |        |
| Are varied to address different student learning styles and preferences                                              | <b>X</b> |            |        |
| Are differentiated based on student needs                                                                            | <b>X</b> |            |        |
| Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process    | <b>X</b> |            |        |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives |          | <b>X</b>   |        |
| Provide opportunities for student reflection and self- assessment                                                    |          | <b>X</b>   |        |
| Provide data to inform and adjust instruction to better meet the varying needs of learners                           |          | <b>X</b>   |        |

### Curriculum Design Template

|                      |                            |                           |           |                    |                                                   |
|----------------------|----------------------------|---------------------------|-----------|--------------------|---------------------------------------------------|
| <b>Content Area:</b> | Visual and Performing Arts | <b>Grade Level:</b>       | 8         | <b>Unit Title:</b> | Symbolism with Contemporary Materials and Methods |
| <b>Created:</b>      | Chelsea Krinner            | <b>Board Approved on:</b> | Type Here |                    |                                                   |



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS

### **IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:**

Large print textbooks  
Textbooks for at-home use  
Additional time for assignments  
Review of directions  
Use of mnemonics  
Have student restate information  
Concrete examples  
Adaptive writing utensils  
Support auditory presentations with visuals  
Use of a study carrel  
Assistance in maintaining uncluttered space  
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)  
Space for movement or breaks  
Study sheets and teacher outlines  
Extra visual and verbal cues and prompts  
Math sheets with highlighted instructions  
Graph paper to assist in organizing or lining up math problems  
Use of computers and calculators  
Books on tape  
Graphic organizers  
Quiet corner or room to calm down and relax when anxious  
Preferential seating  
Alteration of the classroom arrangement  
Reduction of distractions  
Answers to be dictated  
Hands-on activities  
Use of manipulatives  
No penalty for spelling errors or sloppy handwriting  
Follow a routine/schedule  
Alternate quiet and active time  
Teach time management skills  
Rest breaks  
Verbal and visual cues regarding directions and staying on task  
Agenda book and checklists  
Adjusted assignment timelines  
Visual daily schedule



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Varied reinforcement procedures  
Immediate feedback  
Work-in-progress check  
Personalized examples

### **TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:**

Answers to be dictated  
Frequent rest breaks  
Additional time  
Oral testing  
Untimed tests  
Choice of test format (multiple-choice, essay, true-false)  
Alternate ways to evaluate (projects or oral presentations instead of written tests)  
Accept short answers  
Open-book tests  
Read test and directions to student  
Provide study outline prior to tests  
Highlight key directions  
Test in alternative site  
Use of calculator  
Extra credit option  
Preview test procedures  
Simplified test wording; rephrased test questions and/or directions

### **GENERAL ACCOMMODATIONS AND MODIFICATIONS:**

Use of alternative books or materials on the topic being studied  
Computerized spell-check support  
Word bank of choices for answers to test questions  
Provision of calculator and/or number line for math tests  
Reworded questions in simpler language  
Projects instead of written reports  
Highlighting important words or phrases in reading assignments  
Modified workload or length of assignments/tests  
Modified time demands  
Modified grades based on IEP

### **BEHAVIOR ACCOMMODATIONS MODIFICATIONS:**



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Breaks between tasks  
Cue expected behavior  
Daily feedback to student  
Have contingency plans  
Use de-escalating strategies  
Use positive reinforcement  
Use proximity/touch control  
Use peer supports and mentoring  
Model expected behavior by adults  
Have parent sign homework  
Have parent sign behavior chart  
Set and post class rules  
Chart progress and maintain data



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS

### **IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:**

Large print textbooks  
Textbooks for at-home use  
Additional time for assignments  
A locker with adapted lock  
Review of directions  
Review sessions  
Use of mnemonics  
Have student restate information  
Provision of notes or outlines  
Concrete examples  
Adaptive writing utensils  
Support auditory presentations with visuals  
Weekly or bi-weekly home-school communication  
Space for movement or breaks  
Study sheets and teacher outlines  
Extra visual and verbal cues and prompts  
Lab and math sheets with highlighted instructions  
Graph paper to assist in organizing or lining up math problems  
Use of tape recorder for lectures  
Use of Interactive notebook  
Use of a scribe  
Use of computers and calculators  
Books on tape  
Graphic organizers  
Quiet corner or room to calm down and relax when anxious  
Preferential seating  
Alteration of the classroom arrangement  
Reduction of distractions  
Answers to be dictated  
Hands-on activities  
Ability to type all assignments  
Follow a routine/schedule  
Teach time management and organizational skills  
Rest breaks  
Verbal and visual cues regarding directions and staying on task  
Agenda book and checklists  
Daily check-in with case manager or special education teacher  
Adjusted assignment timelines  
Visual daily schedule



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Varied reinforcement procedures  
Immediate feedback  
Work-in-progress check  
Personalized examples

### **TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:**

Answers to be dictated  
Frequent rest breaks  
Additional time  
Oral testing  
Choice of test format (multiple-choice, essay, true-false)  
Alternate ways to evaluate (projects or oral presentations instead of written tests)  
Accept short answers  
Open-book or open-note tests  
Read test and directions to student  
Provide study guides prior to tests  
Highlight key directions  
Test in alternative site  
Use of calculator  
Extra credit option  
Pace long-term projects  
Preview test procedures  
Simplified test wording; rephrased test questions and/or directions

### **GENERAL ACCOMMODATIONS AND MODIFICATIONS:**

Allow outlining, instead of writing for an essay or major project  
Use of alternative books or materials on the topic being studied  
Computerized spell-check support  
Word bank of choices for answers to test questions  
Provision of calculator for math tests  
Film or video supplements in place of reading text  
Reworded questions in simpler language  
Projects instead of written reports  
Highlighting important words or phrases in reading assignments  
Modified workload or length of assignments/tests  
Modified time demands



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

### **BEHAVIOR ACCOMMODATIONS FOR STUDENTS:**

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
GLOBAL SKILLS

### Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension